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The introduction to this working paper notes that its purpose is to provoke creative and critical discussion and thought about the business of remaking the teaching profession. The major section analyzes some aspects of our culture which point up the need for a new education, listing and challenging assumptions about schools, learners, and society upon which educators have habitually operated and which still dominate educational thought and action. Other sections ("A New Education" and "New Kinds of Teachers and New Concepts of Teaching as a Career") predict and describe developments which are implied by the reinterpretation of assumptions which are no longer valid. The final section poses 10 questions designed to elicit discussion and action in remaking education and the teaching profession. Included is a six-item list of references on differentiated staffing models. (JS)

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THE YEAR OF THE NON-CONFERENCE

Emphasis: The Teacher and His Staff

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**A POSSIBLE DREAM: A NEW EDUCATION
AND NEW MODELS OF TEACHER**

Roy A. Edelfelt

The concept of "The Teacher and His Staff" and the prospects for major changes in teaching under the Education Professions Development Act (PL90-35) make a possible dream of the notions which were central to the concepts of "The Real World of the Beginning Teacher" and "Remaking the World of the Career Teacher." Although all old business in the improvement of teacher education and professional standards is far from complete, it is time to increase our attention to the more pervasive business of remaking the teaching profession. One way to begin is to try to analyze aspects of our culture which are relevant to education, predict developments, and anticipate the sort of education needed to serve our people now and in the future.

Even the wisest analysts and prophets are uncertain and wary when they try to interpret social developments and forecast directions which education might take. Making predictions about the teaching profession will be even more precarious, but it is necessary for some educators, however small a group, to get started. The purpose of this paper is to help them do so, to invite bold, creative, and critical discussion and thought. It will illustrate one kind of analysis which might be worthwhile and suggest the changes for education and teachers which seem to be implied in the analysis. The final section will pose questions which seem appropriate if action is to follow talk.

The Need for a New Education

Educators operate on tacit and habitual assumptions about schools, learners, and society. Many such assumptions are no longer valid and some need new interpretation, but they still dominate educational thought and action, thus perpetuating outmoded ways of doing things which can be diametric contradictions of known facts.

Educators must engage in a vigorous dialogue to identify and examine their assumptions about schools, learners, and society and develop new understandings about what schools and teachers should be. Following are illustrations of the kinds of assumptions which might be challenged and some related ideas which could lead to very different conclusions about education.

1. A twofold assumption is that the purposes of education are to pass on accumulated knowledge and conventional wisdom and train the young in certain selected skills, and that the responsibility for such education rests primarily with the school. People assume that educators know what should be taught and

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that teaching it will result in learning, and that the most important learning takes place in school. The assumption is no longer valid. The purposes and sources of education are much broader than they used to be.

Education designed to pass on the heritage of man from one generation to another may have been valid in times past when conditions of living were fairly similar for successive generations. But it is no longer appropriate in a time when conditions change so rapidly. The teacher cannot merely remember what life was like when he was in school and assume that youngsters now are having similar experiences. Childhood and adolescence as it is today is something none of us has experienced. We need to find new ways to identify with the problems, thoughts, and feelings kids have. And youngsters today learn so much outside of school that formal education no longer can claim credit for the major part of learning. There is an urgent need, therefore, for educators to devote more time to helping students learn how to learn, to conduct inquiry, to study independently, to make choices and decisions, to know themselves and others, to use technology, to live with change, and to become agents of change.

2. A second assumption now invalid is that a free society develops with little or no planning. When the United States was a young, rapidly growing country, haphazard development may have been inevitable, but in a well-developed society with an ever-increasing population, it would be chaotic to depend merely on the desires of individual or group enterprise, whether in business, education, industry, or social development. A balance between planning and evolution is needed, a balance which provides more planning than we have had in the past and the flexibility necessary for creative evolution.

3. Another questionable assumption is that our societal organization has become static, that having progressed from an agrarian to an industrial, technical, and business society, we have reached the ultimate organization.

Support for a static or ultimate system of political, economic, or social organization is often fostered by appeals to patriotism or nationalism and to muster opinion against other isms, primarily communism and fascism.

A profession devoted to scholarship and objectivity in a society committed to democracy and rational thought can hardly permit acceptance of notions which crystalize system and organization prematurely. We must continually employ new knowledge for the welfare of people. We have now the technical, business, and industrial know-how to support a more humanistic society. Today's emphasis on producing goods and services, making more money, building better machines, need not persist. Developing better people, building better systems of living, making life more fulfilling and rewarding could become the primary goals.

4. Still another outmoded assumption is that puritanic mores and traditional modes of human behavior remain eternally valid and should continue to be perpetuated without much examination. Children are asked to abide by rules of behavior which are often not based on reason. Too many of these rules are advocated because they are the proper or traditional thing to do. More viable standards would derive from an examined, rational, pragmatic approach to human

behavior. Rules should be based on reason and humaneness and be able to withstand continuous testing against current interpretations of values and recognized examples of effective behavior. This should not suggest a sentimental, permissive approach or coddling the young, but permitting them a broader encounter with real problems and consequences of life at the student stage of development. It means providing opportunities for youngsters to shape the rules and standards they live by. It means recognizing that the sociology of groups--that is, the roles parents, children, teen-agers, teachers, and others play--has changed and is changing. Standards of behavior, relationships, and responsibilities of all parties in the pre-adult's world seem constantly to be shifting. To avoid chaos and confusion there must be some attempt in each subgroup to agree, at least tentatively, on guidelines and understandings of acceptable behavior, but they cannot be crystalized. The balance between no rules at all and overly rigid standards is difficult to achieve, but in this time of continuous change, it is essential.

5. There is an old assumption that subcultures within our society can be categorized into urban-suburban-rural or upper class-middle class-lower class, and that the people who live in these communities or groups have unique characteristics and distinctly different problems. An obvious need is a more cosmopolitan, national, and world concept of society. We live on a planet where communications are instantaneous, where people know a lot about each other, and where there is a great interdependence of people. What the individual does, whether he lives on a farm or in the city, at home or in a distant land, may directly affect other people who live miles or nations away.

Although we live in a stratified society there is a tendency to over-generalize about categories of people in terms of education, cultural sophistication, wealth, color, religious convictions, and political ideologies and to judge them by what they have and who they know rather than what they are. The willingness to overgeneralize and to support a closed system is inconsistent with American ideals and stifles progress. If pronouncements about freedom and equality are to have meaning, we need to promote a more heterogenous, open society where an individual is judged on how adequately he fulfills his own potential and what he contributes to his fellowman, not on what position he has or what degrees he holds or what color he is.

6. Another out-of-date assumption is that careers develop along planned, predictable lines. Too often it is assumed that a person begins work in a particular field and stays in that field, that progress in a career is linear and follows a known sequence. Most careers today are not predictable; the trend is for them to be less so. A career, even life itself, must now be viewed as a flexible developmental sequence in which a person may start out with particular goals but move easily into many careers, some seemingly unrelated. This will be possible because the intelligent, well-educated man is able to learn what he needs to know, within limitations, about a new job. It will occur because some jobs are so new that formal preparation programs have not yet been developed for them. The first people in a new career must find their own way. The self-prepared will become much more commonplace, both because of rapidly developing new fields and because of the adaptability of people in a high society.

7. The traditional assumption that people are largely immobile and provincial no longer holds. People may be provincial, but at least part of their provincialism is superficial, such as allegiance to sectionalism (Californians or New Englanders) or snobbishness as a part of an in group. Ours is a national society. Much of life is national in scope. Mass media makes information widely available. Almost every community has its cosmopolitans. And people are certainly not immobile. The trend is clearly toward more mobility and sophistication. People will be (or should be) citizens of the nation and the world, even the universe. They must also relate to and take responsibility in the local community. The questions of "Where do I belong?" and "To whom do I have responsibility?" need new answers in a highly migratory society in which few people belong to only one community. Old patterns of earning or seeking status, acceptance, and power within communities are changing, especially in new communities. The ramifications of great mobility, shallow roots, and the problems of adequate cosmopolitanism are interrelated. Though his vision is wide and his ability to travel is great, man must still have an effective relationship with and a recognized responsibility for his fellowman. What this can mean for the highly civilized American nomad is far from known.

8. Another outdated assumption is that hard physical work is righteous and good; that to be really virtuous, work must be tough and distasteful; that work is easily discernable from play. Within this concept people are paid for the amount and quality of goods produced. New concepts of work will not necessarily equate production to compensation but may recognize accomplishments of other kinds. The person who must experience hard work or feel guilty will need reorientation. More than education of the current sort will be needed. Many attitudes about work have deep psychological and religious underpinnings. Changes in attitude will need to be developed through a pragmatic kind of thinking about accomplishments being assessed in a variety of ways. For example, it must be legitimate to regard reading a book or going to a concert as work. Such activity may be as important and require as much effort as any other kind of activity. A broad concept of work must recognize people developing in a fuller "culture." In early America most of the people were largely un"cultured" in the sense of being conversant and sophisticated in the arts, music, literature, and philosophy. Americans are changing. There is now the prospect of a mass "culture," hitherto undreamed of, where most people live a full life, creating as well as consuming.

9. Another traditional notion is that procreation is by intention or accident, that people bear children because they want children or feel a responsibility to perpetuate the species, or that people have children by mistake. The world is becoming so heavily populated that more rational thinking about procreation seems inevitable. It also seems sure that choices in love and marriage have been based for too long on Hollywood-created myths about romance. The population explosion makes it timely to explore and consider the welfare of prospective people, to consider the possible use of science and medicine both in seeking suitable marriage partners and in producing the best offspring. Sex drives should not determine who and how many are born. Intelligence and morally acceptable behavior must become more related. When decisions such as these can be made, the individual and common good as well as civil and religious codes of behavior must be considered. Marriage partnerships and births should not occur by happenstance or accident or shotgun.

10. Still another time-honored notion is that childhood and adolescence is preparation for adulthood and magically at age 18 or 21 a person becomes an adult. One basis for this is religious doctrine; another is tradition based on false assumptions about the human babe and child. When a child is regarded as "by nature sinful and unclean," adults see to it that he is carefully indoctrinated and molded so that basic instincts can be overcome. When children "should be seen but not heard," there is usually little understanding of childhood or adult selfishness for peace from children.

It is now clear that life is a long period of gradual development, that the human being is influenced strongly by his environment, and that innate abilities exclude values and attitudes. It is also clear that if initial development does not take place, much of what a young child should learn during his early years cannot be compensated for or developed later.

11. A final assumption for this paper which needs to be changed is the notion that essentially the same schooling is appropriate for both boys and girls. Teachers and parents recognize the differences in boys and girls, yet nothing much has been done in school programs to provide for or capitalize on these differences. Recently the pressure to impose specific cultural roles on boys and girls seem greater. Boys typically are expected to be more aggressive, independent, and nonconforming, to dissent and question. Girls are expected to be submissive, dependent, and conforming, to please and support teachers and other adults. Boys are more often discipline problems than girls. Attitudes about masculinity and femininity influence interest and performance in school to the point that some subjects are actually seen as feminine or masculine. Girls on the average make better academic grades in junior and senior high school than boys, yet boys score as well as girls on achievement and IQ tests and more boys than girls go to college.

The need is acute to give special attention to imposed cultural roles and adult systems of control. An example of the alienation of both boys and girls is the hippie movement, which stems from overcontrol and the inability of adults to communicate with the young, and vice versa. If preadulthood is to be a desirable, respected period of life during which growth and development are fostered, encouraged, and tolerated, changes are in order in school programs and in approaches to instruction.

These assumptions, although not comprehensive, serve to illustrate some of the kind of thinking which is needed to bring about a new sort of education. It is not always possible to draw implications directly, but the identification of outmoded assumptions provides background for thinking about new concepts of education and possible new models of teacher and teaching.

A New Education

A new concept of education will go well beyond the school. Education under school auspices and in other community agencies will provide greater scope, more facilities and resources, and more reality in learning. It will capitalize on all of the agencies and people who contribute to learning and education. The existing emphasis on abstract concepts and vicarious experience will be enlarged,

because some youngsters have insufficient experience to deal with abstractions and most youngsters need more contact with real things and real people. The new school will have work-study programs to enable students to gain practical experience to which abstract and concrete study and thinking can be related. Study and work for short or extended periods will be arranged out of the classroom and out of the school. Many community, business, industrial, governmental, and other agencies will serve as supplementary learning centers. Youngsters' study programs will be individually designed, based on continuous and careful diagnosis of individual intellectual, psychological, physical, social, and esthetic growth, and work will add essential responsibility and provide status for them. Being a student will be recognized as a youngster's work. Education will offer as much or as little planned control of the school environment as necessary. The question of what and by whom controls will be exerted may present some thorny problems, but it also provides part of the basis for deciding on the purposes of education and the new roles of teachers.

The new education will include careful, continuous diagnosis of what a student knows, what he thinks he wants to know, how he learns, what he wants to learn, what he is able and motivated to learn. It will include counseling about alternatives in learning, recognition of various levels of learning, and examination of the degree to which learning has transfer value, is generalized or synthesized.

A new concept of education will help the learner develop an understanding of what learning is, how it takes place for him, how and why it can be or is exciting or dull, challenging or boring, rewarding or a waste of time.

The new education will explore and recognize conditions and attitudes which influence learning. Learning will be based on theories far beyond the simplicity of conditioned-response psychology. The new education will be concerned with how people feel about themselves and how they feel about others, and the influence of such feelings on how and what they learn. It will be concerned much more with the effects of physical and mental health on learning and will be seen as oriented to helping people live more effective, productive lives, not merely directed at getting a better job or social position. It will stress individual assessment based on what a person can do. It will provide for internal evaluation but will also use external assessment as cues to what has happened to an individual. One of the focuses will be helping the individual organize his own existential world.

The subcultures of childhood and adolescent life will be used as part of the substance for learning. Study and learning in human relations, interaction, and growth will use the real problems and situations of living (as students). Both real and simulated situations will be employed to apply knowledge and skills from all phases of learning.

Evaluation of student progress will be primarily in terms of behavioral goals. This will include not only the assessment of students' intellectual ability--ability to analyze, understand, interpret, and use what has been learned--but assessment of their performance as members of the school society.

In many areas of learning, particularly where performance goals can be identified specifically, such as in mathematics, typing, spelling, etc., require-

ments will be in terms of achievement rather than time. For example, the student will no longer be required to take two semesters of geometry or four years of English; he will study only as long as it takes him to demonstrate that he has achieved the specified goals.

Flexibility in all subjects and areas of study will eliminate the school schedule as we now know it. School will not begin and close at the same time for all students. In fact, on some days some students may not even "attend" school in the present sense. Schools, libraries, museums, art galleries, and other locations for study will collaborate by pooling resources to fit the students' learning goals.

Eventually, as the above sources of information and knowledge become readily accessible and as terminals for computer-assisted instruction and computer-stored information become available, the problems of access to data will largely disappear.

The new school will provide all types of materials for learning, including extensive collections of supplementary materials and primary sources which will be available on microfilm, microfiche, and other forms of computer-storing.

Teaching groups will be organized so that both instructional and subject matter experts can be available to make judgments about selecting content and approach in teaching. A variety of non-educators--psychologists, sociologists, social workers, artists, musicians, philosophers, political scientists, and other consultants--will be available on a temporary or part-time basis to work in schools and to help teachers analyze and make judgments about the appropriateness of curriculum and instruction. The selection of learning goals will include much more than deciding what, why, and how to teach. Much more emphasis will be given to creating the conditions under which learning can be fostered through individual study.

These ideas about the school in a new concept of education are far from comprehensive, but they do give some idea about the kinds of people needed to staff schools and about what the multitude of jobs in teaching might be like.

New Kinds of Teachers and New Concepts of Teaching as a Career

Educators in the future will perform a variety of tasks, some of which exist in schools today and many which will be newly defined as teacher roles are differentiated. Roles will be identified and classified in terms of degrees of difficulty, responsibility, and needed artistry and in terms of background of the people who assume specific kinds of tasks. Role identification and assignment will be supported by a thorough, sensitive guidance program for the professional development of educators. There will be specially trained staff for teacher evaluation, analysis, and guidance.

The term *teacher* will describe only some of the people who work with youngsters in learning. The concept of "classroom teacher" will refer to only one of the many kinds of teachers. The notion that teaching takes place in a

room designated as a classroom with a specified number of youngsters will no longer provide a valid definition of the teacher. Teachers will perform in many roles which may not take place in classrooms as we have known them.

No teacher will be expected to be competent in all situations or with every child. Assignment of teachers and students will be made carefully and purposefully and assessed constantly. Reassignment will be possible at any point in the year.

The teacher of the future will be much more responsible for diagnosing learning problems, developing curricula, creating effective procedures, mastering the production and selection of materials and media, and contributing to the professional development of himself and his colleagues. The teaching profession of the future will emphasize attracting people "who like to teach." The teacher will be a facilitator of learning, one who is fascinated with helping to dream up ways of learning and thinking, one who is sensitive enough to know when to let the student learn for himself, one who is intrigued by the young, the less mature, or the less sophisticated. Teaching will emphasize artistry and employ a rational science of pedagogy.

Teachers will be assisted by a variety of aides, specialists, laymen, students, and machines. Students will be utilized to teach other students, recognizing that there is learning value in teaching.

Teaching will provide many career, temporary, and part-time positions, including advanced standing as a teacher. It will have many possible patterns, some of which permit teachers to attain seniority, appropriate compensation, and prestige in teaching itself; it will not be unusual for a person to earn promotion without moving into administration and supervision. It will be usual for career teachers to earn up to three and one half times as much as beginning teachers.

Teachers and other educators will have variety in assignment. Roles will be designed to maintain freshness of viewpoint. The educator who teaches will always be considered a learner. Assignment will be designed to provide sufficient variety so that overconfidence, boredom, and rigid routine in a subject or situation are avoided.

Deliberate efforts will be made to keep teachers from becoming routinized, static, dull, defeated, or stale. Some such measures will be taken within the school system and some will be provided from outside of education. There will be exchange position for all teachers. There will be foreign, government, and industrial assignments which teachers will take every three or four years for at least a year's time. There will be social work and other opportunities for teachers to become immersed in society so that they can avoid becoming shortsighted and complacent. It will be nearly impossible for them to become staid, rigid, or bogged down in a rut.

The career or senior teacher in the future will be expected to be more than the teacher of today. He will be a student of society, of human development and social history. He will be well informed in psychology, sociology, and social and political sciences. He will be a dilettante philosopher, scientist,

social critic, world traveler, and politician. In none of these areas will he be similar to the people who devote their full energies and scholarship to a special discipline, but he will nevertheless not be unsophisticated. He will be a practitioner--one who depends on scholars, who communicates with scholars, who must interpret into action relevant data from these sources.

The teacher of the future will have a high level of academic freedom and will recognize what a profession is, what his role and his rights and responsibilities are, for himself and his colleagues.

Questions About Action

To realize a possible dream for remaking the teaching profession and developing a new, superior quality of education, a great deal must be changed in the present scheme of things. A number of new models have been developed (see "References") and additional models will be developed as "The Teacher and His Staff" concept is expanded. New models of teacher education will be created and implemented under U. S. Office of Education funding in the next two years. The following questions are designed to elicit discussion and action in remaking education and the teaching profession:

1. What additional analysis of present circumstances in society needs to be undertaken to anticipate needed developments in education?
2. What key people in education and teacher education should be involved in initial attempts to analyze, anticipate, and predict?
3. How can scholars and social critics be involved to the best advantage?
4. How can new ideas best be shared within the profession and with the public?
5. What steps can be taken to translate ideas into action?
6. What changes in teacher education are needed to prepare teachers to work in schools where staff roles are differentiated?
7. What changes need to be made in certification requirements, salary schedules, tenure practices, student-teacher ratios, local and state financial support, and other traditional procedures to encourage new concepts of education and new thinking about teacher roles?
8. How can the provisions of federal legislation, particularly the Education Professions Development Act, be capitalized?
9. What changes in position and emphasis are needed by professional associations?
10. What can teachers do through local associations? Through other vehicles?

At stake is the future of American education. To dream a possible dream is no small task. To make dreams a reality is a monumental one.

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